

English Curriculum

Our English curriculum is built upon our 4 core values: faith, pride, challenge and success. We teach an English curriculum rooted in the use of high quality texts which are used expertly to produce children who can write exciting, technically skilled extended pieces of writing at the end of each unit. Reading comprehension and grammatical knowledge are taught in context to facilitate deep and meaningful learning. Through English, pupils at St. Marys develop ways of expressing themselves and communicating effectively with others.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	The school follows the Read Write Inc phonics programme until the children can read fluently, and then they progress to the Mastery English programme. There are three ambitious whole class texts per year for each year group which provide challenge to take the learning to greater depth. Spelling and handwriting are taught outside of the English lessons through the RWI Spelling programme and use of Letter Join. Renaissance reading is used not only as an assessment tool, but to give pupils a ZPD range allowing children to choose books which will give them the most chance of making progress. It also encourages children complete comprehension quizzes after each book they have read.	Pedagogical Approaches	The pedagogical approaches to the teaching of English are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge • Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential. The school follows a six-part lesson sequence: engage, introduce, consider and practise, going deeper, independent task and reflect. The lessons are carefully designed to ensure pace of learning as well as to regularly check for understanding. 	Approach to Assessment	Writing: assessed pieces every two weeks based on the Mastery English or end of key stage writing criteria with a termly summative judgement. Reading: Star assessments and termly PIRA reading tests are used to provide standardised scores and identify gaps. These assessments are reported to parents during parents' evenings, throughout the year and used for whole school tracking. This assessment will be used to inform the end of year report to parents.
End Points	We are very clear about being ambitious in all year groups and the programme is designed to take the children to greater depth within the statutory assessment frameworks. The aim is for all children to become frequent readers who read for pleasure, and confident writers who can write for a variety of purposes. The pupils will be well prepared for English study at key stages 3 and 4.	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD at school and externally. The subject leader provides regular updates to staff. Many of the elements of the curriculum and ethos, are rooted in best practice and research. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues. All teachers are fully trained in both Read Write Inc and Mastery English.	Performance Data	The school uses FFT to set ambitious targets for all children, which are at least in line with the top 20% of pupils nationally. The most recent pupil performance data can be found on the school website.
Sequencing	Our English curriculum follows a spiral structure. Therefore, key concepts are revisited and taken to a greater level of depth. The writing teaching sequence follows an explore, plan, write, edit/evaluate process aimed at mastery of a particular set of skills.	Promoting Discussion and Understanding	Our English programme includes both knowledge and vocabulary that are specific to the text that the pupils are studying. The six-part lesson promotes regular discussion, and this is structured to lead to deep understanding. The immersion in the whole class text naturally facilitates discussion and enables the pupils to use high quality vocabulary	Pupils' Work	The school has high expectations of all children with regard to the quality and presentation of their work, which we believe leads to a sense of pride. Children begin to use cursive at an early stage, which leads quickly to joined handwriting. All work will be recorded in the children's English exercise book.



<p>Alignment with EYFS</p>	<p>Children in EYFS follow the RWI Phonics Scheme – see Early Reading Rationale for more information. Communication and language is a prime area of the statutory framework for EYFS and as such is a main area of focus in St Mary's EYFS. We know that development of children's spoken language underpins all other areas of learning and development and is given the highest priority on entry to school with ESCAL screening and early support a key part of our approach. Enriching and widening vocabulary is a focus in all areas of the EYFS curriculum.</p> <p>Literacy is a specific area of the statutory framework for EYFS. A love of reading is fostered early and, through a comprehensive phonics approach, children are given the skills for word reading. We have a clear progression for writing expectations and children are given regular opportunities for child and adult directed writing in provision. Children are given opportunities and experiences to enable them to meet the expected level of development. The key aims of our St Mary's EYFS curriculum in relation to communication and language and literacy are to be able to orally retell a story, to be able to articulate their experiences, thoughts and feelings using appropriate and ambitious vocabulary, to be able to write a narrative and enjoy reading and being read to.</p>	<p>Knowing More and Remembering More</p>	<p>Our curriculum maps have been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition. This is evident in the six-part lesson, which includes carefully crafted check points in between each stage. For example, using recall and retrieval practice.</p>	<p>Talking to Pupils</p>	<p>The subject leader will measure impact through a cycle of monitoring, focusing on: learning environments, planning, lesson observations, work scrutiny, data outcomes, discussions with pupils and discussions with teachers. The purpose of talking to pupils is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. Key improvement actions can be identified as a result.</p>
<p>Addressing Social Disadvantage</p>	<p>A key principle of our teaching is about the belief that the vast majority of children can engage with the curriculum for their year group. Pre-teaching and same day intervention are in place to ensure that all children can engage with the key learning. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning.</p>	<p>Teacher Assessment</p>	<p>Teachers assess formatively and summatively in each lesson according to the lesson outcomes. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact. The practise/deepen method of marking the pupils' work each day also allows the opportunity to address misconceptions immediately. We keep track of children's progress against the assessment outcomes, having three data points, one at the end of each school term.</p>		
<p>Local Context</p>	<p>For a proportion of lower attaining pupils, language development is a key focus. Through immersion in high quality texts and by facilitating the optimum conditions for reading for pleasure, children develop a strong vocabulary through becoming frequent readers and text study.</p>				
<p>Meeting the needs of St Mary's learners</p>	<p>All children, on entry to St Mary's, are ESCAL screened for speech and language. Bespoke and early support is put into place in this vital area so that early gaps can be closed quickly. Mastery English is adapted to meet the needs of each cohort of children and incorporates their interests and current news.</p>				



St. Mary's
Catholic Primary
School